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NEWS RELEASE

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Deputy Education Commissioner Todd Flaherty to Receive Teacher Leader Award

Todd D. Flaherty, the R.I. Deputy Commissioner of Elementary and Secondary Education, will receive a 2004 Reading Recovery Teacher Leader Award on Thursday (June 10th) in Orlando, Florida.

The award is given annually by the Reading Recovery Council of North America to educators who have “engaged in unique and varied activities in the dissemination of information about Reading Recovery and in the expansion of the Reading Recovery program.”

Flaherty will receive the award at the 2004 Reading Recovery Teacher Leader Institute, run by the Reading Recovery Council of North America.

As Deputy Commissioner since 1995, Flaherty has played a vital role in developing school-reform initiatives for the R.I. Department of Elementary and Secondary Education (RIDE). Notably, he has been responsible for implementing standards-based instruction in the state and for developing, in conjunction with other New England states, a new state and local assessment system.

Much of his recent work has involved the development, through the statewide Literacy Panel, of a new state literacy and reading policy that will improve reading and writing across all schools and all grade levels. He has also been working to implement guidelines for the new “personal literacy plans,” required for every student reading below grade level.

Flaherty also oversees the RIDE’s efforts to develop and support high-quality school leadership, and he was instrumental in convening the Middle School Summit and the two High School Summits, which led to the establishment of proficiency-based graduation requirements in all of the state’s public high schools.

A former president of the Rhode Island Superintendents Association, Flaherty has served as an assistant superintendent, a principal, and a teacher. He received a doctorate in education from Boston University. He lives in South Kingstown.

Reading Recovery is an instructional program that involves one-on-one tutoring; it is primarily meant for 1st-grade pupils who are reading below their grade level.

